

# Inspection of an outstanding school: Moseley Park

Holland Road, Bilston, West Midlands WV14 6LU

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Inspection dates: 30 and 31 January 2024

## Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The executive headteacher of this school is Georgetta Holloway. This school is part of Central Learning Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Douglas Selkirk, and overseen by a board of directors, chaired by Robert Turton.

## What is it like to attend this school?

Moseley Park is an ambitious and nurturing school where pupils achieve well. Staff and pupils live and breathe the school values. Everyone is treated respectfully. Leaders expect pupils to work hard, to learn more and develop as people. Pupils generally rise to this challenge and are keen to be successful. They know they can ask for support whenever they need it, and that it will be provided.

Pupils display exemplary behaviour. They move around the school in a calm and orderly manner. In lessons, they are focused and resilient. Pupils' relationships with staff are very positive. A respectful culture pervades the school. Pupils, including pupils with special educational needs and/or disabilities (SEND) enjoy their education. They feel safe and highly valued. Pupils know there is always a trusted adult they can go to.

Sixth-form students are encouraged to contribute to the life of the school and wider community. For example, they work on a variety of projects in the local community, and help Year 11 consider what to do in the future. Pupils participate in the wide range of activities the school provides. Teachers encourage all pupils to take part, including those from disadvantaged backgrounds. Pupils are well prepared for their next stage of education, employment or training. A comprehensive careers programme ensures that pupils have multiple opportunities to engage with employers.

## **What does the school do well and what does it need to do better?**

The school has developed an inclusive and ambitious curriculum. Subject leaders have carefully sequenced every topic. The curriculum sets out the crucial knowledge and skills that pupils must know and remember. Leaders have considered any possible misconceptions pupils might develop so they can be avoided. Teachers use a range of effective and engaging strategies to teach the pupils. They question pupils precisely to check their learning. These strategies help pupils to learn and remember what they have been taught.

Pupils benefit from an effective curriculum. Overall pupils, including those with SEND, are achieving well and progressing through the curriculum. Nevertheless, in some academic subjects the curriculum is not yet securing the desired impact. This means that some pupils do not reach their full potential in these subjects.

The school places a sharp focus on ensuring that pupils can access the full curriculum. Leaders recognise that reading and literacy are key to high achievement. Reading is prioritised so that any pupils who have fallen behind can catch up with their peers. This programme of reading intervention is carried out by trained staff for the pupils who need it the most. For pupils who simply need to build their reading confidence, a programme of mentoring is in place. Sixth-form students support their younger peers as part of their enrichment programme.

The school enriches pupils' personal development through a carefully considered curriculum and range of planned activities. Pupils develop an excellent understanding of how to keep themselves safe in a range of different situations. Pupils, including those in the sixth form, also engage with age-appropriate material to prepare them for life in modern Britain. This includes information about healthy relationships and diet, as well as financial education. Furthermore, the school ensures that pupils engage with a wide range of potential providers for their education when preparing to leave the school or sixth form. The 'Excellence Academy' is used well to raise the aspirations of pupils. Students in sixth form talk highly of the personalised support they receive through their tutorials and their opportunities through the wider study programme.

Pupils are very committed to their learning. Their excellent behaviour supports the effective delivery of the curriculum. All staff act in accordance with the school's clear policies. They focus on what pupils do well. The school has very high expectations of all. Where pupils do not meet these expectations, they are helped to do so in a highly effective manner.

The school is led with great ambition, clarity and determination. Trustees, leaders and staff put the best interests of pupils at the heart of what they do. Staff enjoy working in the school. They are proud of the difference they are making for pupils. They are well supported by leaders who listen to their views. Staff and trustees are deeply committed to the local community. The Central Learning Partnership Trust encourages a collaborative approach to all their work. They are passionate about ensuring that any barriers to pupils' success are overcome and ensure that the school is continually improving.

## Safeguarding

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The curriculum for some academic subjects is yet to have a consistent and exceptional impact for all groups of pupils. Therefore, some pupils are not achieving as highly as they could in these subjects. The school needs to continue to embed and develop the curriculum, so that all pupils achieve exceptional outcomes.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in September 2017.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	138098
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10294579
<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,077
<b>Of which, number on roll in the sixth form</b>	141
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Robert Turton
<b>CEO of trust</b>	Douglas Selkirk
<b>Executive Headteacher</b>	Georgetta Holloway
<b>Website</b>	<a href="http://www.moseleypark.org">www.moseleypark.org</a>
<b>Dates of previous inspection</b>	19 and 20 September 2017

## Information about this school

- The school is part of the Central Learning Partnership Trust.
- The school uses three alternative providers. One is a registered alternative provider and two are unregistered providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, head of school, directors of the trust, senior leaders, subject leaders, teachers and pupils. They also talked informally to pupils and staff to gather general information about school life.
- Inspectors carried out deep dives in English, mathematics and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects and discussed the overall curriculum structure.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed the personal, social, health and economic education curriculum plan and spoke with leaders. An inspector also reviewed the support provided for pupils in regard to reading.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying and attendance.
- A range of documentation was scrutinised, including leaders' plans to improve the school and their self-evaluation of the school's work.
- Inspectors took account of responses to the pupil and staff surveys, as well as Ofsted Parent View.

## Inspection team

Richard Wakefield, lead inspector

His Majesty's Inspector

Nicola Walters

Ofsted Inspector

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